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Miss Helen G. Englebreck
State Teachers College
Buffalo, N. Y.

STATE TEACHERS COLLEGE

BULLETIN

BUFFALO, NEW YORK VOL. III, No. 3



CATALOG OF THE SUMMER SESSION

JULY FIRST TO AUGUST NINTH
NINETEEN THIRTY-FIVE

April, 1935

One of Five Publications Issued by State Teachers College
at Buffalo, N. Y.

In March, April, May, August, and November

Entered as Second Class Mail Matter, November
3, 1932, at the Post Office at Buffalo, New York,
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CALENDAR

July 1st, at 8:30 A.M.—General meeting and instructions for Registration. Auditorium, State Teachers College, Buffalo. Registration closes at 4:00 P.M.

July 2nd—Regular classwork begins. A Late Registration fee will be charged after this date.

July 4th—Holiday.

July 6th—Last Day for registering in classes for credit. Regular session, using Thursday's program.

August 9th—Summer Session closes at 3:15 P.M.

SUMMER SCHOOL FACULTY

1935

Harry W. Rockwell	President
President, State Teachers College, Buffalo	
Charles C. Root	Directors of the Summer Session
Professor of Education, State Teachers College, Buffalo	
George B. Neumann	Directors of the Summer Session
Professor of Sociology, State Teachers College, Buffalo	
Stephen C. Clement	Director of Extension
Professor of Education and Sociology, State Teachers College, Buffalo	
Grace A. Allen	Primary Reading and Literature
Assistant Director of Training, State Teachers College, Buffalo	
Muriel J. Bardwell	Rural Demonstrator
Rural Education Department, State Normal School, Potsdam	
Genevieve Bowen	Fifth and Sixth Grade Demonstrator
Supervisor Rural Practice, State Teachers College, Duluth, Minnesota	
Charles B. Bradley	School Art
Professor of Fine Arts, State Teachers College, Buffalo	
Homer A. Bruce	History and Principles of Education
Instructor in Psychology and Education, State Teachers College, Buffalo	
Leo J. Brueckner	Lecturer on Educational Diagnosis
Professor of Education, University of Minnesota, Minneapolis, Minn.	
Clinton B. Burke	General Woodworking Shop
Instructor in Woodworking, State Teachers College, Buffalo	
Lewis H. Carris	Lecturer for Teachers of Special Classes
Director, National Society for the Prevention of Blindness	
Matie M. Carter	Sight Conservation
Supervisor, Sight Saving Classes, New York State Education Department, Albany	
Luella Chapman	Penmanship
Instructor in Penmanship, State Teachers College, Buffalo	
Charles D. Cooper	Geography
Director of Training, State Normal School, Brockport	
Hubert E. Coyer	Recreation and Health Education
Instructor in Health Department, State Teachers College, Buffalo	
Walter J. Craig	Lecturer on Orthopedics
Director of Division of Orthopedics, State Department of Health, Albany	
Marion P. Dana	Primary Methods and Industrial Arts
Kindergarten-Primary Department, State Teachers College, Buffalo	
Reuben S. Ebert	Mathematics
Instructor in Mathematics, State Teachers College, Buffalo	
Joseph J. Endres	Director, Courses for Teachers of Handicapped Children
Physically Handicapped Children's Bureau, New York State Education Department, Albany	
Helen G. Englebreck	History
Instructor in History, State Teachers College, Buffalo	
John Fontana	General Shop and General Metal Shop
Instructor in Metalwork, State Teachers College, Buffalo	
Raymond M. Fretz	Science
Assistant Professor of Science, State Teachers College, Buffalo	
Wilson Gee	Rural Education
Director of Research in the Social Studies, University of Virginia	
Anna M. Gemmill	Science
Assistant Professor of Science, State Teachers College, Buffalo	
H. H. Glosser, M.D.	Sight Conservation
Assistant Professor of Ophthalmology, University of Buffalo	
Andrew W. Grabau	Psychology and English
Instructor in Psychology and English, State Teachers College, Buffalo	
Carrie M. Graham	Vocational Guidance
Vocational Counselor, Washington High School, Rochester	

William S. Gray.....Lecturer on Reading
Professor of Education, Department of Education, University of Chicago

Ralph Haefner.....Psychology
Research Assistant, Teachers College, Columbia University, New York

David R. Hodgins.....English
Instructor in English, State Teachers College, Buffalo

George E. Huckins.....Print Shop
Instructor in Printing, State Teachers College, Buffalo

Harry C. Johnson.....Education and Mathematics
Junior High School Critic and Mathematics Instructor, State Teachers College, Buffalo

Henry A. Lappin.....English Literature
Professor of English Language and Literature, D'Youville College for Women, Buffalo

Mary E. Lennox.....Demonstrator Orthopedic Class
Principal, Open-Air Class, Binghamton

Sadie Lobdell.....Sight Saving Demonstration Teacher
Sight-saving Teacher, Ann J. Kellogg School, Battle Creek, Michigan

Olga Lommen.....Courses for Teachers of Crippled Children
Supervisor, Crippled Children's Classes, New York State Education Department, Albany

Ruth McLean.....School Art
Instructor in Art, State Teachers College, Buffalo

Henry Mandel.....Auto Mechanics
Instructor in Auto Mechanics, Saunders Trade School, Yonkers

Julia Markham.....Modern Elementary Education
Principal, Bronxville Elementary School, Bronxville

Charles A. Messner.....Foreign Language and Literature
Professor of Latin and French, State Teachers College, Buffalo

Martha G. Metz.....Primary Demonstrator
Primary Critic, State Teachers College, Buffalo

Frederick J. Moffitt.....Administration and Supervision
Superintendent of Schools, Hamburg

Martha G. Mulligan.....Geography
Geography Teacher, School No. 56, Buffalo

George B. Neumann.....Sociology
Professor of Sociology, State Teachers College, Buffalo

Frank E. Owen.....School Music
Supervisor of Music, City Schools, Batavia

Julian Park.....History
Dean of College of Arts and Sciences, Professor of History, University of Buffalo

Irving C. Perkins.....Vocational Guidance and Director of Shop Work
Head of Industrial Teacher-Training Department, State Teachers College, Buffalo

Harold F. Peterson.....History and Economics
Professor of Economics, State Teachers College, Buffalo

Joseph F. Phillippi.....Mathematics
Professor of Mathematics, State Teachers College, Buffalo

Chester A. Pugsley.....Administration and Supervision
Professor of Elementary School Administration and Supervision,
State Teachers College, Buffalo

Margaret S. Quayle.....Psychology and Mental Hygiene
Bradford College, Bradford, Massachusetts

Harry W. Rockwell.....School Administration
President, State Teachers College, Buffalo

Charles C. Root.....History of Education
Professor of Education, State Teachers College, Buffalo

Ruth E. Speir.....School Music
Assistant Professor of Music, State Teachers College, Buffalo

Harry J. Steel.....Education and Principal, Demonstration School
Director of Training, State Teachers College, Buffalo

Marguerite Stockberger.....History and Social Studies
Junior High School Critic and History Instructor, State Teachers College, Buffalo

C. R. Stone.....Reading Methods
Supervisor of Reading, Public Schools, San Jose, California

M. Melvina Svec.....Geography
Junior High School Critic and Geography Instructor, State Teachers College, Buffalo

John M. Thurber.....Literature
Professor of English and Literature, State Teachers College, Buffalo

Charles A. Vail.....Science
Instructor in Science, State Teachers College, Buffalo

Arnold R. Verduin.....Sociology and History
Professor of History, State Teachers College, Buffalo

Grace E. Wade.....Third and Fourth Grade Demonstrator
Fourth Grade Critic, School No. 38, State Teachers College, Buffalo

Walter B. Weber.....Electric Shop
Instructor in Electricity, State Teachers College, Buffalo

Kate V. Wofford.....Rural Education
Director of Rural Education, State Teachers College, Buffalo

Isabel Houck Kideney.....Registrar
State Teachers College, Buffalo

Rosamond Olief Abate.....Librarian
Assistant Librarian, State Teachers College, Buffalo

Grace Viele.....Reference Librarian
State Teachers College, Buffalo

Margaret E. Woods.....Assistant in the Library
Teacher, City Schools, Buffalo

Marion A. Clark.....Financial Secretary
State Teachers College, Buffalo

Chester G. Schoenborn.....Assistant to Directors
Assistant Extension Director, State Teachers College, Buffalo

Ethel M. H. Hansen.....College Nurse
State Teachers College, Buffalo

VISITING FACULTY MEMBERS IN THE SUMMER SESSION OF 1935

During the last seven years the Summer Sessions at the State Teachers College have been rendered noteworthy by the presence of visiting faculty members, experts in their various fields, who have been recruited from the entire country. Among those who have previously acted in the capacity of regular faculty members, or as Assembly and Conference leaders, we are proud to note the following: Carleton E. Washburne, A. E. Winship, P. W. L. Cox, J. Cayce Morrison, S. A. Courtis, E. L. Branom, Edgar A. Dawson, C. F. Allen, Verne McGuffy, Dean John W. Withers, Lucille Allard, Aileen Stowell, Aymer J. Hamilton, Benjamin Frazier, C. B. Cornell, Grover C. Morehart, William V. Winslow, Frank T. Wilson, Burton Fowler, Morris R. Mitchell, Superintendent Robert Hill Lane, Willard Beatty, A. Gordon Melvin, Livia Youngquist Peterson, Earl Cranston, Principal George D. Taylor, Mrs. Alma M. Shugrue, M. Elsie Davis, and many others. The Summer Session of 1935 promises to be even more brilliant than those which have preceded it.

The Summer Session is particularly fortunate this year in the return of a number of very successful members of the staffs of previous Summer Session Faculties: Charles D. Cooper, Director of Training at Brockport Normal School; Dr. Henry A. Lappin, Professor of English, D'Youville College; Miss Julia Markham, Principal, Bronxville; Frank E. Owen, Supervisor of Music, Batavia; Dr. Julian Park, Dean of the College of Arts and Sciences, University of Buffalo; Dr. Margaret S. Quayle, Bradford College, Bradford, Mass.

In the past three Summer Sessions we have especially emphasized the Progressive Education Movement. While we have not as many outstanding representatives of this movement with us this summer, we shall still continue our interest in it. Miss Julia Markham of the Progressive Bronxville System will be here to give two courses and it is hoped that we will be able to organize at least one conference on Progressive Education. Our own Mr. Pugsley and Dr. Wofford and our Demonstration teachers are all especially interested in this field. Our Demonstration classes, both for grades and rural school, will exhibit Progressive

techniques although they may not emphasize the activity curriculum as much as in recent summers.

Superintendent Fred J. Moffitt of the Hamburg Public Schools will offer courses for Elementary School Principals. Superintendent Moffitt is at present President of the Western New York Progressive Education Association and will assist in promoting Progressive activities during the Summer Session.

As indicated elsewhere, we have plans for emphasizing work for rural school teachers during the forthcoming session and are fortunate in having with us Dr. Wilson Gee, well-known author on rural problems and Director of Research in the Social Sciences in the University of Virginia. Miss Muriel J. Bardwell of Potsdam State Normal School will organize a Demonstration class for rural teachers. We anticipate the presence of Miss Helen Hay Heyl and Director Ray P. Snyder of the Division of Rural Education of the State Department for a portion of the Summer Session to assist in rural education conferences and possibly in a composite course on rural problems.

Another feature of the 1935 session will be the emphasis which we are placing upon the improvement of teaching, especially in reading and arithmetic. For this purpose we are to have with us Mr. C. R. Stone, the author of the well-known treatise on teaching reading and at present Supervisor of Reading in the Public Schools of San Jose, California. He will give two courses during the Summer Session. Professor W. S. Gray of the University of Chicago, who is so well known for his research and writings in the field of reading, will be with us for a lecture, class-work, and a conference sometime during the middle of the session. Professor Leo J. Brueckner of the University of Minnesota, Chairman of the 1935 Yearbook Committee of the National Society for the Study of Education and co-author of the textbook, "Diagnostic and Remedial Teaching," will be with us for two days to lecture and demonstrate and conduct conferences on educational diagnosis. He will work especially in the field of Arithmetic.

Other visiting instructors include Ralph Haefner, in Psychology, who comes from Teachers College, Columbia University; Dr. Arnold Verduin, Acting Professor of History during the past year in Buffalo, remains for the Summer Session; Genevieve Bowen, State Teachers College, Duluth, Minn.; Carrie M. Graham, Washington High School, Rochester; Martha G. Mulligan, School No. 56, Buffalo.

IDEAL LOCATION OF TEACHERS COLLEGE

State Teachers College, located in Buffalo, the Queen City of the Lakes, is an ideal place to spend a summer vacation. The climate, tempered by the westerly winds from the Great Lakes region, has a mean summer temperature lower than any other of the eastern cities. This factor is exceedingly important in determining the success and satisfaction of a summer session.

All highways lead to Buffalo, and hence it may be easily reached by those who wish to travel by automobile. Possession of a car facilitates week-end motor trips to Niagara Falls and other places of scenic beauty, as well as to many points of historic interest in the area of which Buffalo is the center. Situated at the head of Lake Erie, and a terminal point for important boat lines and railways, Buffalo is convenient of access to persons wishing to travel by water or by rail.

The Campus is conveniently located on Elmwood Avenue, adjacent to Delaware Park and Park Lake, and it is easily reached by trolley or taxi service. With the nearby Albright Art Gallery and the Historical Museum, it constitutes an important educational center.

ADMISSION

Any person who has taught or who intends to teach the coming year in the schools of the State will be admitted to the Summer Session.

Tuition is free to all residents of New York State, excepting the Registration and Incidental Fee announced hereafter; others will pay a fee of \$10.00 per course or \$25.00 for three or more courses. Admission to classes for credit will not be allowed after July 6. Absences due to late entrance will count as a part of the possible excused absence. Students entering July 3 or later will be required to pay a late Registration Fee. The session is not open to High school graduates without teaching experience, or to students who have not completed High school. No High school work is offered in the Summer Session.

Students who are delinquent in the regular session and desire to make up such delinquency in the Summer Session must receive permission from the Student Program Committee before applying for registration in the Summer Session.

BOARD AND ROOMS

Comfortable rooms in good homes near the College may be secured at about the following rates:

One person occupying a room, \$3.00 per week and upwards.

Two persons occupying a room, from \$2.00 per person per week and upwards.

Room and board in same house (two in a room), from \$6.00 and upwards per person per week.

All inquiries concerning room and board should be addressed to the Housing Committee, State Teachers College at Buffalo, Buffalo, N. Y.

REGISTRATION AND INCIDENTAL FEES

The State Department has authorized the collection of Registration and Incidental Fees from all students attending Normal schools and Teachers colleges. This is made necessary by the small appropriation available for summer sessions. The fund thus collected is used to supplement the state appropriation in providing additional faculty members and to finance student social activities, assembly programs, the Summer Session "Record," and the catalog. The fee is payable at the time of registration. No refunds will be made after July 6. All checks in payment of fees should be made to Summer Session, State Teachers College. This fee is the same for all students and for the session of 1935 has been fixed at \$20.00.

CREDIT

In obtaining credit for work completed at the Summer Session, the following regulations will obtain:

(1) Work done in courses at the Summer Session will be as nearly as possible equivalent to the work of the same courses during the regular session. Therefore, courses will be credited hour for hour on the basis of semester-hour credit.

(2) The maximum amount of credit allowed is eight semester hours. Students are strongly advised to attempt not more than six semester hours of work.

(3) Courses carrying two semester hours of credit in the regular curriculum are conducted one hour daily in the Summer Session; those carrying three semester hours of credit will meet eight hours per week; those carrying four semester hours of credit in the regular curriculum are conducted two hours daily in the Summer Session. An exception to this rule is made in courses requiring laboratory work. No partial credits are given. Students who are delinquent in the regular session and desire to make up such delinquency in the Summer Session must receive permission from the Student Program Committee before applying for registration in the Summer Session.

(4) Beginning September, 1926, a fourth year leading to the degree of Bachelor of Science in Education was added to the curriculum. Students in all departments are now required to complete a four-year curriculum in this college. In order to receive a life diploma and degree, Bachelor of Science (in education). Credit toward this degree may be earned in part by our two- or three-year graduates in the Summer Session, after consultation with the Registrar, Student Program Committee, President, or Director. No one will be graduated from this college in the future who has not completed their work for the bachelor's degree.

(5) A graduate of a High school curriculum approved by the Commissioner of Education, who after graduation completed a year's course in a Training Class and has had at least one year of experience in teaching since graduation from a Training Class, may receive advanced credit equivalent to one year on the four-year curriculum.

PROGRAM

First Class Period	8:10 - 9:00
Second Class Period	9:10 - 10:00
Third Class Period (Tuesday, Wednesday and Friday)	10:10 - 11:00
Assembly Period (Monday and Thursday)	10:10 - 11:15
Fourth Class Period	11:10 - 12:00
Fifth Class Period	12:10 - 1:00
Sixth Class Period	1:10 - 2:00
Seventh Class Period	2:10 - 3:00

NOTE—Students must plan for a lunch period in making their elections. The Cafeteria will be open from 11:15 to 1:30.

On Mondays and Thursdays the fourth period classes, and following, will begin 25 minutes after the hour and close on the quarter hour (11:25 - 12:15, etc.)

ASSEMBLY

As indicated above, there will be two Assembly periods each week. Attendance is optional but students are urged not to be absent. In fact, the programs for this part of the Summer Session are of such nature that no student can afford to miss them. The Summer Session "Record" and "Bulletin" will give advance information concerning speakers and entertainment.

CURRICULA

I. General Elementary Curriculum. Candidates desiring to earn credit on the General College curriculum toward their degree may do so by electing the proper courses. Care should be taken that subjects elected apply on the desired curriculum and form the proper sequences. If in doubt, consult the Registrar, or the Student Program Committee.

II. Curriculum for Teachers in Service. In the arrangement of our Summer Session offerings, special thought is always given to the needs of the teacher in service. While many of these will be desirous of working toward the three-year diploma or the degree, there will still be some who wish, primarily, to improve their professional preparation for their work. For such, there will be found listed among the various courses much that will be of interest.

III. Curriculum for Elementary School Principals. For the past five years Teachers College has been developing a program for the training of Elementary School Principals. Several courses selected from this program will be offered in the Summer Session. It is hoped that these will appeal to a number of active and prospective principals.

These courses will provide credit toward the State requirements for the certification of Elementary School Principals. These requirements for certification became effective September, 1932.

IV. Home Economics Curriculum. While the State Department of Education does not find it possible to finance a special curriculum for Home Economics teachers at this session, there are included in the general curriculum a number of courses that may be credited either for elective or prescribed work in this special field. Interested students should secure the approval of the Director of Home Economics for taking such courses.

V. Special Courses. Special courses for the training of teachers of (1) Orthopedic Units and (2) Sight Conservation, will be offered by specialists in these various fields. Teachers specializing in these will enjoy the privilege of selections in other departments, restricted only by the requirements of their own special program.

NOTE—The State Department reserves the right to cancel either or both of these courses in case the registration in either course should be less than ten students.

VI. Courses Approved for Certification of Dental Hygienists. Because of financial difficulties, special courses formerly available for the preparation of dental hygienists for public school service are not now offered in this college. In lieu of such courses the following will be acceptable: Principles of Education; Community and School Relationships; Psychology of Childhood; Mental Hygiene; Introduction to Educational Sociology; Educational Biology.

Six semester hours chosen from these subjects will satisfy the professional requirement for the provisional dental hygienist certificate. Twelve semester hours will satisfy the professional requirements for continued certification. The complete requirements for certification may be obtained by writing directly to the Teacher Education and Certification Division, State Education Department, Albany.

VII. Industrial Arts Curriculum. The following courses will be offered for teachers in service who wish to pursue summer work in completion of the requirements for the license in Industrial Arts: General Shop, Print Shop, Electrical Shop, General Metal Shop, Woodworking Shop, and Auto Mechanics. Students enrolling for these courses may enjoy the privilege of selection from other departments.

THE DEMONSTRATION SCHOOL

This school was used extensively last summer and strengthened the courses in Education materially. The same service will be continued in the School of Practice this summer. Three rooms, including six grades of the Elementary school, will be in session during the entire six weeks. One room will combine the First and Second grades, another the Third and Fourth grades and the other the Fifth and Sixth grades. Lack of funds prevented the offering of any Junior High school work this summer. The committee feels that the inclusion of six Elementary grades will more than compensate for this omission. The members of the Demonstration School faculty have been selected because of their broad experience and their special interest in modern methods of teaching. The object of this Demonstration School is to furnish students of Education opportunity for the observation of instruction. This observation will be an integral part of certain courses in Education and Methods. In addition, there will be opportunity for general observation in the school for all members of the Summer Session. The Demonstration classes will begin at 9:00 A.M. and the Primary room will close at 12:15 daily. Plans are being made to keep the middle and upper rooms open till 1:15, in order to provide for a greater variety of work and to give college students more opportunity for observation. Applications for admission as pupils in this school may be addressed to the Principal of the Demonstration Summer School, State Teachers College, Buffalo, N. Y.

SPECIAL PROGRAM FOR RURAL SCHOOL TEACHERS

Special emphasis will be made during the Summer Session on the problems of the rural school. In addition to the courses offered by Miss Wofford of our regular faculty, Dr. Wilson Gee, Director of Research in the Social Sciences, University of Virginia, will offer two courses dealing with the social and economic problems of rural peoples. Miss Muriel J. Bardwell of the faculty of the Normal School at Potsdam, N. Y., will teach a demonstration class in the Demonstration School. This demonstration class will consist of eight grades and efforts will be made to demonstrate the grouping of grades, the alternation of subject matter and the initiation of a progressive type of education in line with the recommendations of the New York State Department of Education. At least one conference on the problems of the rural school will be held during the Summer Session. Plans are being made to bring to this conference specialists of state and national reputation.

SPECIAL PROGRAM ON GUIDANCE AND COUNSELING

The employment of Miss Carrie M. Graham, Vocational Counselor and Teacher of Social Studies in the Washington High School, Rochester, makes possible the offering of courses for teachers in Junior and Senior High Schools who wish to qualify as Vocational Counselors. A conference on this special theme will be arranged if possible during the Session.

EXTRA-CLASS ACTIVITIES

A student-faculty committee is being formed which will have direction of these activities. Membership of this committee is made up of those volunteering for it for the sake of the experience it affords and the social contacts made possible in it. *Any interested in joining it are urged to send their names to the Summer Session Social Program Committee.*

The location of the College, with its excellent facilities, makes possible a very rich program of extra-class activities. Delaware Park, one of the most beautiful and most noted large city parks in this country, is directly across the avenue from the College. A large variety of recreational facilities are available in it, including canoeing on the lake.

The Albright Art Gallery and the Historical Building, both located in Delaware Park, possess rich exhibits which abundantly reward visitors to them. Both buildings are in close proximity to the College.

An interesting and stimulating series of programs for Assemblies is now being arranged. Leading educators, as well as men prominent in other phases of life today, are being engaged. It is expected that musical programs of unusual merit will be provided and we hope we shall have a singing Summer Session, under the able leadership of Frank E. Owen, our visiting director. We hope to organize an Orchestra and Glee Clubs, correlated with our Music Appreciation Class. Students who play orchestral instruments are urged to bring them with them. Moving pictures of particular interest to the students will be shown from time to time during the summer.

For the last several years, we have been able to offer a steadily expanding athletic program for both men and women. It is expected that the offering this summer will be even more adequate than at any time hitherto. Swimming pool, gymnasium, and athletic field will all be made as completely available as possible for meeting as many different types of needs and wishes as may be found feasible.

Afternoon panel discussions have been found to be of such widespread interest that we expect to provide at least two and probably

three during the summer. It is expected that each of these will deal with subjects of vital interest to our student body.

A rich variety of trips have been offered during the Summer Sessions for a number of years and because of their success plans are now under way for a repetition of those which have proven most popular and the provision of new trips which promise to enrich our total offering.

Social programs, consisting of informal dances and entertainment, will be included as in previous summers and will be improved on the basis of our experience of that which has been found to be most welcome.

The engagement of Hubert E. Coyer will make possible the use of the swimming pool. He will render a variety of services in connection with the pool, and also in other recreational fields, particularly in athletics.

One full day's trip is being planned and other trips will be arranged so far as possible, dependent upon evident interest on the part of the student body.

A variety of trips to various interesting places in the city have been customary during the Summer Session and these will be repeated this year as it becomes evident that the students wish to have them arranged. The most popular of these trips last year—that to various social agencies—will be made possible again this summer.

The Summer Session "Record" will be published again, as it has been for the last several years. It makes familiar to all the various extra-class opportunities as they are scheduled and also constitutes a journal for those who wish to have a permanent record of the Summer Session.

These extra-class activities will enrich the Summer Session just so far as they meet the needs and desires of the student body. *All students expecting to attend the Summer Session are urged to write their suggestions to the Summer Session Social Program Committee.*

IMPORTANT NOTICES

Plan of Registration. No formal application for admission to Summer Session is requested (see "Admission" above). Registration begins at 8:30 A. M., Monday, July 1st, when students assemble in the Auditorium for instructions regarding details of registration. Students will register in order of numbers given out as they enter the Auditorium. The first step in registration is the payment of fees (see statement under "Fees" above). Further particulars will be given at that time.

Required Preparation for Class Work. All courses in the Summer Session are organized on bases similar to those offered during the regular academic year with a similar amount of outside preparation required for each hour spent in the class room. It is not possible to give any definite amount of time required for this because of the varying abilities and backgrounds of students, but in general it should be understood that a minimum of an hour and a half is essential for preparation for each hour of classroom work, while the average student may be expected to spend more than this.

Text Books. Students in all courses will be required to purchase text books. A cooperative book store is maintained for the benefit of students.

Money. Students who come from outside the city to live in Buffalo during the Summer Session will find it possible to transfer their funds by depositing checks in a local bank and receiving their money after collection has been made by the bank. For this service, the bank will make a minimum charge of fifteen cents and more in proportion to the size of the check. American Express Company's or American Bankers' checks, commonly used by travelers, will be found most convenient. Certified checks issued by banks or personal checks require endorsement or identification and faculty members are not to be expected to render

either service. No checks, either for faculty members or students, will be cashed at the Financial Secretary's office.

Orchestra. Under the leadership of our Music Department we developed a very fine orchestra last summer. We plan to continue this feature of our Summer Session in 1935 and invite and urge students to make plans to join our orchestral group. We are giving this advanced notice so that students from a distance may bring their instruments with them. Anyone who plays is invited to participate. Mr. Frank E. Owen will direct and the work will be correlated with Music Appreciation.

REDUCED RAILROAD FARES FOR SUMMER SCHOOL

A number of our students may be interested in the announcement that the various railroads belonging to the various passenger associations in the northeastern part of the United States have agreed to make the concession of 1 and 1/3 fares for the round trip from all points in their territories to Buffalo and return. This concession applies to members of the faculties as well as students and includes dependent members of families. Students expecting to attend the Summer Session may obtain from the Registrar's office identification certificates entitling them to the reduced railroad rates. The tickets based on the reduced rates will be on sale from June 27th to July 2nd, inclusive. The final return limit will be August 14th and tickets will be good only via the same route in both directions. Tickets will have to be validated for the return trip by the railroad ticket agent at Buffalo.

LIBRARY

The College Library is situated on the second floor of the main College building, facing the Albright Art Gallery. It occupies a spacious room seating about 150 students. The open shelves, reserved books, magazines and newspapers are available to all students and faculty. The picture and pamphlet files supplement other material and are for the use of the student teacher. Bound magazines are kept in the stack room, which is directly above the reading room. The Library, modern in every respect, affords a splendid opportunity for intensive study and recreational reading. The Grosvenor Reference Library and the Buffalo Public Library are glad to render every possible service to students of the Summer Session.

Elective Library Work

Elective Library Work is open to a limited number of Second and Third year students approved by the Librarian. The course comprises 10 hours of practice in desk-work, shelf-work, etc., and clerical work and appointments for conference. Prerequisite: The course in Library Usage required of all Freshmen. Two semester hours credit. Miss Hepinstall.

Special Library Facilities

The Director of the nearby Historical Museum has agreed to make available for history students their fine collection of reference materials on American History. The Albright Art Gallery has recently opened a library containing a collection of reference works on art, and the Director of the Gallery has indicated his willingness to allow the art students of Teachers College to make use of these facilities. The Museum of Natural Science in Humboldt Park has excellent facilities to supplement the work of science students.

COURSES OF INSTRUCTION

Numbering System

The numbers appearing before the titles of courses correspond to the numbering system in the general catalog. The numbers are all three-figure numbers. The first figure of the number indicates the year of the curriculum in which the course primarily belongs. Variation from the year indicated in the catalog should not exceed one year and that only with permission. The letter "s" after a number indicates a parallel course given in the Summer Session.

EDUCATION

303s. Educational Measurements. Designed to give Elementary teachers sufficient acquaintance with standard tests and scales to enable them to use such instruments for the improvement of classroom instruction. One section will be offered for Intermediate and Grammar grades. Required of Juniors. Three semester hours credit. Eight hours per week. Mr. Perkins.

V.-303s. Vocational and Educational Guidance. A course in Vocational Guidance open to Juniors and Seniors of the General College department. Carries elective credit. For description, see Vocational courses in the back of the catalog. Two semester hours credit. Five hours per week. Mr. Perkins.

304s. History of American Education. A brief study of the evolution of our American State school system, including the European background, transplanting of European ideas, their adaptation to American conditions, the establishment of our State system, and the recent rapid expansion and extension of that system to meet the needs of our modern life. This course combined with Education 430s will satisfy the requirements in History of Education for the College graduate professional certificate. Required of Juniors. Two semester hours credit. Five hours per week. Mr. Bruce.

305s. Principles of Education. Aims to integrate for teachers the details of educational theory and practice represented by the preliminary courses in Education and Psychology, thus furnishing them with a unified body of educational doctrine. This is accomplished by viewing the educational process as the "life process." From the natural laws of this process are developed the fundamental principles and the goals for education. Required of Juniors. Three semester hours credit. Eight hours per week. Mr. Bruce.

330s. Rural School Teaching. This course will deal with the teaching and administrative problems of the rural school. It will include such units as program making, the out-of-recitation periods, supervised study and the organization of curriculum materials with special emphasis placed on Curriculum Bulletins Nos. I and II of the New York State Department of Education. The administrative aspects of the course will include the keeping of school records, school clubs, the relationship of the teacher to the State Department of Education, school buildings, school grounds, school law and other problems relating to rural school management. Elective for Third and Fourth year students. Three semester hours credit. Eight hours per week. Miss Wofford.

332s. Problems of the Teacher in a Rural Community. This will be a composite course participated in by leaders in many fields. A study

of the teacher in his relationship to many large and persistent problems in the rural areas of New York State will be made. The problems to be studied will include the following: Health, recreation, adult education, libraries, social organizations, etc. These problems as they affect both small and centralized schools in New York State will be analyzed and discussed. While Miss Wofford will do much of the teaching and will assume the responsibility for the integration of the course, outstanding specialists in the several fields will participate in the analysis of the problems. Elective for Third and Fourth year students. Two semester hours credit. Five hours per week. Miss Wofford, et al.

401s. Junior High School Organization. The special purposes of the institution and the characteristics of the school designed to achieve these purposes are the main features of the course. Subjects of study: the guidance program; extra-curricular activities; provision for the exploratory function for adolescent children; provision for individual difference by homogeneous grouping; the staff, the Junior High school plant; the history of the movement and tendencies toward standardization. Required of Fourth Year students in the Grammar grade curriculum. Three semester hours credit. Eight hours per week. Mr. Johnson.

426s. Community and School Relationships. This course offered by Mr. Moffitt may be of interest to general students of education. For complete description see under Elementary School Administration and Supervision.

430s. American Education Since 1900. A survey of the educational progress in the first third of the twentieth century with the purpose of clarifying present educational thought and interpreting present trends in education. When combined with course Ed. 304 (History of Education) this will furnish sufficient credit to meet State requirements for certification purposes. Open to Third and Fourth year students. Education 304s (or equivalent) should precede or parallel this course. Two semester hours credit. Five hours per week. Mr. Root.

452s. The Progressive Elementary School. This course will endeavor to give a survey of the work of the six years of the Elementary school as influenced by modern educational theory. It will consider the basis of evaluation of curricula; the factors of school organization and management which affect directly schoolroom procedures (grouping, testing, records, school life as a whole, relationship of administrators, special teachers, etc.); the educative effect of the unified school on the pupils. The course will show how individual instruction materials and techniques may be used with the activity program. Illustrations will be taken from the field of reading, manuscript writing, arithmetic, written English. Not open to students who have had Education courses 452s. or 453s. in previous summers. Three semester hours credit. Eight hours per week.

NOTE: Other courses closely related to the field of Education will be found listed and described under the head of Educational Psychology.

Ed. 453s. Analysis of Individual Personnel and Counseling. A growing field of importance. Deals with staff, methods of interview, techniques, etc. Should be of importance to guidance counselors, home-room teachers, specialists in child study, and advisers of boys and girls. Recommended for Junior and Senior High school teachers. Elective for advanced students and teachers of experience. Three semester hours credit. Eight hours per week. Miss Graham.

Ed. 454s. Psychological Tests in Relation to Guidance. In general the purpose is to study the value and use of mental measurements as applied to guidance. Recommended especially for teachers in Junior and Senior High school, specialists in child study, and any one having administrative responsibility for the handling of children. Elective for advanced students and teachers of experience. Two semester hours credit. Five hours per week. Miss Graham.

ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION

Resolution of the New York State Board of Regents:

"That, in accordance with the provisions of Section 81 of the Regents Rules, the Commissioner shall establish standards for the preparation and certification of the Elementary School Principals and that a Principal's certificate be required of all candidates for appointment to the Elementary Principalships after September 1, 1932."

In accordance with the above resolution, State Teachers College at Buffalo is offering courses in preparation for the work of the Elementary Principalship.

Ed. 420s. Elementary School Curriculum. It is the purpose of this course to acquaint teachers with the nature, composition, and use of the well constructed curriculum, and develop skill in determining acceptable subject aims, content, and method. Topics to be treated: the curriculum reflects the nature of society; function the public Elementary school should perform; setting up general and specific aims consistent with these functions; selection of curriculum content for the major school subjects; the place of method and outcomes in the curriculum. For Fourth year and properly qualified Third year students. Three semester hours credit. Eight hours per week. Mr. Moffitt.

421s. Supervision I. Technique of Supervision. This course aims to give the student a working command of the techniques essential to effective classroom visitation, lesson analysis, and teacher-supervisor conference. Topics as follows will be treated: The true meaning of supervision; the supervisor's place in the line-staff organization; improvement of the teaching act by visitation, analysis, and conference; selection of subject matter, text books, supplies and tests; organization and uses of teachers' meetings, demonstration lessons, and directed observation. Open to principals, supervisors, and teachers of one or more years' experience, and others who are especially qualified. Three semester hours credit. Eight hours per week. Mr. Steel.

Ed. 423s. General School Administration. Aims to give the student an understanding of the fundamental principles of school administration in order that the essential inter-relations of all members of the school staff may be seen and appreciated. Topics treated: Historical beginnings of school administration; national, state, and local responsibility for education; district, township, and county units for school administration; nature and functions of Boards of Education; school services, such as health, supervision, research, library, attendance, etc.; selection, training, tenure, and salary of teachers and their growth in service; school building programs. For Fourth year and properly qualified Third year students. Three semester hours credit. Eight hours per week. Mr. Rockwell.

Ed. 424s. The Elementary School Principalship B. Topics dealt with are: the curricular programs; school services as census, attendance, welfare and health; testing, child accountancy, extra-curricular activities; utilization of the resources of the school plant, such as auditorium, gymnasium, visual aids, radio, library; problems of control; improving the teaching; improving the principal. This course may either precede or follow the Elementary School Principalship A. Open to principals, supervisors, teachers of one or more years' experience, and to others specially qualified. Two semester hours credit. Five hours per week. Mr. Pugsley.

426s. School and Community Relations. Considers: (a) the importance of solving the problems of intra-school and extra-school relationships; (b) means for giving the public a sound and adequate comprehension of the institution they are supporting. Topics to be

dealt with are: inter-relations in the school system; extra-school relationships; meeting the attempts of minority and pressure groups to use the school; appropriate methods of revealing the aims, achievements, and needs of the schools to the public; essentials of parliamentary procedure; organizing and presenting public addresses. For Fourth year and properly qualified Third year students. Two semester hours credit. Five hours per week. Mr. Moffitt.

432s. **Researches Affecting the Elementary School.** Deals with the research conducted during recent years bearing on the organization, administration and supervision of the elementary school. The areas to be studied will be determined by the needs and interests of the students enrolled. Emphasis will be placed on the practical utilization of the research findings. Open to principals and teachers of experience. Three semester hours credit. Eight hours per week. Mr. Pugsley.

EDUCATIONAL PSYCHOLOGY

301-2s. **Psychology of Childhood.** (Specialized Psychology*). Designed to familiarize the student with methods of studying the physical, mental, and emotional growth and development of children; to analyze the behavior of children and determine proper forms of control; to study the nature and function of various types of learnings, the problem of motivation, the nature and function of play, the factors in the genesis and control of various forms of anti-social conduct, the growth of personality. Required of Juniors majoring in Kindergarten-Primary and Intermediate grades. Two semester hours credit. Five hours per week. Miss Quayle.

303s. **The Psychology of Adolescence.** (Specialized Psychology*). Treats of the nature of adolescence; the problem of saltatory versus continuous development; the physical, intellectual and emotional characteristics and needs of the adolescent; sex phenomena and mental hygiene; the problems involved in adjusting to the social order. Required of Grammar grade and Junior High school majors. Two semester hours credit. Five hours per week. Mr. Grabau.

402s. **Psychology of Elementary School Subjects.** Familiarizes the student with the experimental studies on the Elementary school subjects with respect to procedures and conditions of learning; abilities involved in each of the subjects in order to discover what needs to be learned, what is adapted to the child's learning capacities, what kinds of assistance the child is most in need of; influence of environmental factors, native factors, and special aptitudes; method and values of utilizing the laws of learning. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Haefner.

Psy. 405s. **Diagnostic and Remedial Instruction in Reading.** Causes of reading deficiencies and retardation; techniques in individual and group diagnosis; case studies; remedial group instruction of retarded readers in the Primary grades; individual instruction of non-readers and seriously retarded readers; testing and diagnosis of a few cases in class; organizing Primary reading to prevent or minimize retardation in reading. Two semester hours credit. Five hours per week. Mr. Stone.

406s. **Mental Hygiene.** Brief survey of field of Mental Hygiene and its applications to individual and social needs. The role of instinctive forces and environmental factors underlying motives and mental mechanisms involved in every-day adjustments. Case studies of children and adults will be drawn upon for illustrative material. Two semester hours credit. Five hours per week. Miss Quayle.

410s. **The Psychology of Subnormal Children.** This course has two purposes: (1) to analyze the nature of subnormal children, their physical, mental, social, and emotional traits; and (2) to indicate the ways

in which these characteristics will affect the educational treatment accorded these children. Elective for Third and Fourth year students. Two semester hours credit. Five hours per week. Mr. Haefner.

415s. **Diagnostic and Remedial Measures in Elementary Subjects.** (Excluding Reading). Difficulties, especially in arithmetic, spelling and writing, which confront the school room teacher, will be diagnosed and remedial measures examined and appraised. Special emphasis will be put on correction of difficulties. Two semester hours credit. Five hours per week. Miss Quayle.

*Corresponds to the course "Specialized Psychology" given in the Normal Schools of the State of New York. Buffalo State Teachers College has differentiated this course into three courses in order to meet more adequately the special needs of Kindergarten-Primary, Intermediate, and Grammar grade majors.

ENGLISH AND LITERATURE

101s. **Written Expression.** Freshman composition. Considerable practice in writing, with the intention to develop: first, the ability to write clear and correct English, and secondly, those qualities of originality and individuality which are characteristics of all good style. Special emphasis is given to the sentence and the paragraph. Required of all First year students. Two semester hours credit. Five hours per week. Mr. Grabau.

102s. **Oral Expression.** A general course in oral English. Emphasis upon voice improvement, with exercises to correct nasality, throatiness, harshness, and monotony of expression. Attention is given to pronunciation and articulation. Considerable reading, and some work in story-telling, dramatization, and extemporaneous speaking. Required of all First year students. Two semester hours credit. Five hours per week. (Students defective in expression may be required to do extra hours of assigned work.) Mr. Grabau.

NOTE: Freshman students on the new curriculum who failed the work in oral composition may take this course to complete their Freshman work.

103s. **English Literature I.** The first half of the survey course in English literature. The material includes the outstanding elements in literature from the time of the Anglo-Saxon through the age of Pope and Dryden. Attention is given to the chronological development of the literature, and to the influences at work during the various periods, as well as to the study of the various types of literature represented. Should precede Literature II. Three semester hours credit. Eight hours per week. Mr. Lappin.

203s. **English Literature II.** (Survey Course). The last half of the required survey course in English Literature. Students are expected to familiarize themselves with the facts and the backgrounds of literature and also to gain an appreciation of what literature holds in store for them. Required of Sophmores. Three semester hours credit. Eight hours per week. Mr. Hodgins.

211s.-213s. **Upper Grade Reading Methods.** The course aims to prepare students to appreciate the importance of reading in the curriculum, and to consider the methods of teaching this subject in the light of recent educational investigations. Principles underlying the teaching of oral and silent reading, appropriate reading material, growth of vocabulary, and reading tests and measurements are among the topics discussed. This course may also be taken in lieu of Junior High school Reading and Literature. On that account, attention will be given to the importance of reading in the lives of adolescent children and to the underlying principles in the choice of material and methods. Silent reading of the thoughtful or work type will be stressed in order that students may be prepared to guide pupils in the formation of study

habits. Required of all students in the Intermediate and Grammar grade sections. Three semester hours credit. Eight hours per week. Mr. Stone.

Eng. 214s. Language Arts in the Elementary School. Designed for teachers, supervisors, and principals who are interested in English activities and the improvement of teaching in that field. There will be discussion of different types of English programs, an examination of research studies, a review of the best that has been written concerning the teaching of English. Many types of English experiences will be studied and students will be helped to become sensitive to opportunities to broaden intellectual interests, to develop abilities and to cultivate appreciations through English: dramatics, choral reading, meeting the demands to speak well, to discuss intelligently, to write with ease and facility, to create and to appreciate. Two semester hours credit. Five hours per week. Miss Markham.

403s. English Literature: Recent Literature I. (1865-1915). The plays of Tom Robertson, Henry Arthur Jones, Arthur Wing Pinero, Oscar Wilde, John Galsworthy, J. M. Barrie, G. B. Shaw, A. A. Milne, and their contemporaries in the Empire and in America. This course opens one of the most interesting periods of literature and supplies a wealth of valuable material. Elective for Sophomores, Juniors, and Seniors. Three semester hours credit. Eight hours per week. Mr. Thurber.

410s. Contemporary English Fiction. A study of significant English achievement in the novel since 1880. Among the novelists to be discussed are: George Gissing, George Moore, Arnold Bennett, H. G. Wells, John Galsworthy, Joseph Conrad, Hugh Walpole, Compton Mackenzie, Francis Brett Young, Frank Swinnerton, J. B. Priestley. Assigned readings and reports. Open to Third and Fourth year students. Two semester hours credit. Five hours per week. Mr. Lappin.

Eng. 414s. Contemporary American Poetry. An introduction to the chief figures and tendencies in twentieth century American poetry. Considerable attention is directed toward critical standards, and, as may be desired, opportunity will be offered for criticism of creative writing on the part of members of the class. Elective for Third and Fourth year students. Two semester hours credit. Five hours per week. Mr. Hodgins.

416s. Shakespeare II. Continues the study of Shakespeare, using different comedies, histories, and tragedies than those included in course 415s. Shakespeare I is not necessarily prerequisite. Elective for Third and Fourth year students. Two semester hours credit. Five hours per week. Students desiring to earn three points credit may do so by taking three additional hours of work by arrangement with the instructor. Mr. Thurber.

PENMANSHIP

Eng. 310s. Penmanship II. Practice is continued until the writing on paper and blackboard are suitable for imitation and demonstration. Particular attention is given to the methods of teaching children how to write. Students observe the uses of these methods in the School of Practice. Special attention is given to the study and the investigation of the following topics: History of Handwriting; Styles of Penmanship; Courses of Study; Handwriting Scales; Standards; Grading; Remedial Measures; Rhythm; Motivation; Correlation; Individual Differences; Left-handedness; Types of Lessons. Palmer Certificates are required for graduation. Required of Juniors. Class limited to thirty-five. Two sections will be offered if there is sufficient demand. Two semester hours credit. One hour daily. Miss Chapman.

GENERAL LITERATURE

The following courses are designed to furnish teachers an acquaintance with our old-world literary heritage, ancient and modern, for their own personal culture and for the enrichment of their teaching, especially their teaching of history and literature. Constant reference is made to the influence of this material upon the literature of England and America. All the works included will be read in English translation, and no knowledge of foreign languages is required. These courses are elective for Seniors and Juniors in all departments. They may be counted for concentration in English or Foreign Languages. *Not to exceed three of the following four courses will be given, depending upon the demand.*

419s. Greek Literature in English Translation. Reading in English translation selections from Greek epic: Homer's Iliad and Odyssey; Greek lyric poetry; Greek history: Herodotus, Thucydides, and Xenophon; Greek drama: Aeschylus, Sophocles, Euripides, and Aristophanes; Greek philosophy: Plato and Aristotle; Greek satire, oratory, pastoral, biography, etc. Text: Howe and Harrar—Greek Literature in Translation, with additional reference reading. Two semester hours credit. Five hours per week. Mr. Messner.

420s. Latin Literature in English Translation. Reading in English translation selections from Latin epic: Vergil's Aeneid; Latin lyric poetry: Catullus, Horace, and Martial; Latin history: Livy and Tacitus; Latin drama, Plautus, Terence, and Seneca; Latin fiction: Ovid, Petronius, and Apuleius; Latin satire: Horace, Persius, and Juvenal; Latin oratory, philosophy, pastoral, elegy, letters, biography, etc. Text: Bailey—The Mind of Rome, with additional reference reading. Two semester hours credit. Five hours per week. Mr. Messner.

421s. Masterpieces of the Middle Ages. Reading in English translation literary masterpieces of the mediaeval period, such as Saint Augustine's Confessions and City of God; Boethius's Consolations of Philosophy; the mediaeval epics: Chanson de Roland, Niebelungenlied, Poema del mio Cid; the mediaeval romances: Aucassin and Nicolette, Tristan and Iseult; mediaeval tale collections, including Boccaccio's Decameron; mediaeval lyric verse, including Petrarch and Villon; Dante's Divine Comedy. No basic text. Two semester hours credit. Five hours per week. Mr. Messner.

422s. Masterpieces of the Renaissance and Modern Times. Reading in English translation literary masterpieces illustrative of the Renaissance and modern period, such as Erasmus' Praise of Folly, More's Utopia, Machiavelli's Prince, Castiglione's Courtier, Cellini's Autobiography, Rabelais; Montaigne; Ariosto's Orlando Furioso; Cervantes' Don Quixote; Moliere's comedies; the tragedies of Racine and Corneille; Voltaire; Rousseau; Goethe's Faust. No basic text. Two semester hours credit. Five hours per week. Mr. Messner.

GEOGRAPHY

101s. General Geography. The study of the influences of the environmental factors upon man and his activities is the main purpose of the first semester of geography. Special attention is given the illustrations of these found in the home region. In addition, emphasis is laid upon training in the methods of geographic study. An effort is made to show how geography aids in an understanding of many current world problems. Required of Freshmen. Three semester hours credit. Eight hours per week. Mr. Cooper.

210s. Methods of Teaching Geography. Training in the selection of geographic material suited to the various grades, in the organization

and presentation of subject matter, and in the testing of results occupies the major part of the course. A study of tools such as texts, maps, pictures, and exhibits includes standards for selection as well as ways of handling them in the class room. Required of Second year students specializing in the Intermediate and Grammar grades. Three semester hours credit. Eight hours per week. Miss Mulligan.

301s. Economic Geography. The geographic factors underlying the production of a group of selected commodities are developed. In the case of each product this is followed by a study of world distribution, trade movements, and manufacture. By means of special problems and required field trips the economic geography of Buffalo and the surrounding region is stressed while the student gains experience in methods of research. Elective for Third and Fourth year students. Recommended for students specializing in the Junior High school field. Two semester hours credit. One hour daily. Mr. Cooper.

302s. Geography of North America. A short study of the various bases for regional classification introduces the regional study of the continent. Economic factors are emphasized, but the economic and social behavior of man is found intimately related to the physical factors of the environment. The United States is the principal objective of study. The aim is to give some practice in professional geographic thinking as applied to small regions, and a major geographic division. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Miss Mulligan.

403s. Geography of Europe. A study of the continent, based on a combination of physiographic regions and related human use regions. The conflict between these and man-made political divisions gives rise to the geographic backgrounds of many current problems which offer material for interpretation. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Miss Svec.

404s. Physiography. Deals with relief features and land forms that make up the landscape, and the processes by which these are produced. A brief study will be made of the more common rocks and minerals from which all landscape is carved. The content includes a survey of the major physiographic regions of the United States. Interpretation of topographic maps illustrating type forms and features, the drawing of cross sections from such maps, and field trips in the local area will constitute laboratory work. Acceptable toward a major in science or social studies. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Miss Svec.

HEALTH EDUCATION

210s. Health II. Special senses; safety and first aid; mental hygiene; social hygiene; health service and supervision, evaluation of medical examination, health habits survey, records, follow-up work; mental and physical influence of extra-curricular activities. Methods in unit divisions: Primary, Intermediate, Junior High school, demonstrations and practice lessons, sources of material; and devices; correlation; New York State program; practice in teaching games, folk-dances, relief drills, self-testing activities. Prerequisite: Health I. Required of all Sophomores, one semester. Two semester hours credit. Ten hours per week. Four hours participation. Mr. Coyer.

HISTORY AND SOCIOLOGY

101s. History of Civilization. A survey is made of man's constructive achievements from the earliest dawn of history to the present time,

in an attempt to present the subject as a continuous narrative. The events presented are those that have most influenced man's present-day civilization and which will furnish the student material for use in practice teaching. Required of all Freshmen students. Three semester hours credit. Eight hours per week. Miss Englebreck.

210s. Methods of Teaching History and Civics. A critical study of such materials of instruction as courses of study, text books, reference books, tests, maps, exhibits and other materials valuable for the teaching of history and civics. The use and value of various activities and projects suitable for classroom use will be studied and demonstrated. Practice in planning units of subject matter and collecting suitable material for grades in which the student plans to teach will be given. Required of all Second year students in the Grammar grades. Eight hours per week. Three semester hours credit. Miss Stockberger.

301s. Modern European History. This course will consider the general history of Europe from the French Revolution to the present time. The growth of democracy, social and industrial changes will be emphasized. The World War with its fundamental causes and results and the world problems since the war will be discussed. Required of Third year students, old curriculum; First year, Home Economics. Three semester hours credit. Eight hours per week. Mr. Park.

402s. A Survey of American History Since 1865. The new economic, political, and social era which followed the Civil War, the recognition of the United States as a world power, its part in the World War, and recent developments in international affairs. Elective for Sophomores, Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Peterson.

406s. History of the Foreign Policy of the United States. A study of the diplomacy and foreign relations of the United States from the Revolution to the present time, and a comparison of the diplomacy of the new world with that of the old. Particular emphasis upon the foreign relations of the last third of a century including such topics as the League of Nations, the Washington Conference, Latin America, and efforts for world peace. Especially recommended to students who are planning to teach history. Elective for Sophomores, Juniors, and Seniors. Three semester hours credit. Eight hours per week. Mr. Verduin.

408s. History of Europe Since 1914. The causes, events, and results of the World War; the treaty settlements; post-war developments and problems; present areas of friction; the League of Nations, World Court, and other efforts at international co-operation and peace. Two semester hours credit. Five hours per week. Miss Englebreck.

Soc. 201s. Introduction to Educational Sociology. An elementary survey of the sociological factors determining school administration, curriculum, method and measurement. Through extensive reading, class discussion and study of field problems, an attempt is made to arouse a creative interest in and an intelligent understanding of important social problems affecting education. Topics considered include: foundations of sociology in biology, psychology, anthropology and geography; the social personality; race and nation, population problems; the community; the family; the formation of public opinion; recreation; juvenile delinquency. Required of all Second year students. Two semester hours credit. Five hours per week. Mr. Verduin.

Soc. 301s. Principles of Economics. The essential purpose of this course is the acquirement of a working knowledge of sound economic theory in order that the phenomena of the industrial and commercial world may be understood. The customary division of the science is followed: production, exchange, distribution, consumption. Attention is given to labor and reform movements. Required of all Juniors in the General College department. Two semester hours credit. Five hours per week. Mr. Peterson.

Soc. 305s. Rural Sociology. An introductory course in the sociology of rural life, including the characteristics and organization of rural society, the rural physical environment, population problems, types of rural communities, the structure of the village, town-country interrelationships, rural leadership, and rural institutions and agencies. Elective for Third and Fourth year students. May be substituted for Elementary Educational Sociology. Two semester hours credit. Five hours per week. Mr. Gee.

Soc. 306s. Rural Economics. An introductory course in the economics of agriculture. The evolution of rural civilization is traced from its earliest beginnings, the distinctive place of agriculture is considered, attention is devoted to the present economic status of the farmer, and the measures being applied to the improvement of the agricultural situation. The course also includes a study of economic principles as they apply to the farm industry, including such fundamental considerations as land, labor and capital as factors in agricultural production, the principles of diminishing returns and comparative advantage, rent, land tenure, price movements, business cycles, the structure of rural credit and the essentials to sound marketing systems, with emphasis upon cooperative activities. Elective for Third and Fourth year students. May be substituted for Principles of Economics. Two semester hours credit. Five hours per week. Mr. Gee.

Soc. 404s. Social Psychology. Beginning with a consideration of the inherited and acquired equipment of human beings as basis of their behavior in social life, there will be a special study of development, integration and adjustment of personalities to their social environment; the part which attitudes play in group life; various types of abnormal group behavior as in riots and mobs and the controls of group action through leadership and public opinion. Prerequisite: an introductory course in sociology or consent of the instructor. Three semester hours credit. Eight hours per week. Mr. Neumann.

Soc. 407s. Methods in the Social Studies. Reasons for and against the integration of Social Studies. A critical study of the schemes of integration now being used on the Primary, Intermediate, and Junior High school levels. Demonstration of some of the schemes developed in the School of Practice. Practice in developing units of integrated Social Studies on the grade level of the teacher's work. Collection of materials for teaching units of integrated subject-matter. Elective for Third or Fourth year students. Three semester hours credit. Eight hours per week. Miss Stockberger.

KINDERGARTEN-PRIMARY COURSES

Art 202s. Beginnings of Industrial Arts. This course will be of value to any who are interested in learning how to use materials and tools adapted to the Elementary and Intermediate levels. We provide the facilities for shop work, study, and discussion. We work with wood, clay, textiles, crayons, paints and many new materials. The making of puppet shows, doll houses, library furniture, and toys will give one manual dexterity. Industrial Arts has become a natural and very interesting part of the school program. It aids the child to express himself in relation to other school subjects and to life. Two semester hours credit. Eight hours per week. Miss Dana.

210s. Arithmetic and Primary Methods. A survey of the work of the first three Elementary grades in Arithmetic, Spelling and the Social Sciences, as influenced by modern educational theory, by recent experiments and by special studies in subject matter and procedure. As an aid to such instruction, observation lessons with discussion following, are held. Required of Second year students. Three semester hours credit. Eight hours per week. Miss Dana.

211s. Primary Reading. A survey will be made of the activities of children which stimulate different types of language expression and lead to the desires and needs of reading. A practical study is made of the methods of teaching oral and silent reading in the first three grades. Examination and evaluation of the various systems of reading and self-directed seat work. Measurement of reading by informal tests. Purposes and principles of the teaching of phonics. Remedial work. Required of Sophomore students. May be taken for credit by Training Class graduates or graduates from the old two-year curriculum. Three semester hours credit. Eight hours per week. Miss Allen.

212s. Children's Literature. A study of literature for children will be made in a sufficiently detailed way to give a good basis for the appreciation, selection and presentation of the best and most suitable materials for the Kindergarten and Primary school. Folk literature, including legends, myths and fables, modern fairy tales, realistic stories and poetry will be discussed. The work of well known illustrators will be evaluated. The large collection of material acquired for use in the classroom, together with theory and actual practice in Story Telling, are the practical outcomes. Required of Sophomore students. May be taken for credit by graduates from the old two-year curriculum. Three semester hours credit. Eight hours per week. Miss Allen.

Psy. 301s. Psychology of the Kindergarten-Primary Child. For course description, see Psychology courses. Two semester hours credit. One hour daily. Miss Quayle.

Psy. 405s. Diagnostic and Remedial Measures in Reading. Should be of special interest to Kindergarten-Primary students. Elective for Third or Fourth year students. Two semester hours credit. Five hours per week. Mr. Stone.

Psy. 406s. Mental Hygiene. Of value to Lower grade teachers. Elective for Third or Fourth year and teachers with experience. For course description see Psychology courses. Two semester hours credit. Five hours per week. Miss Quayle.

MATHEMATICS

310s. Arithmetic II B. A professional presentation of subject matter and method, including the fundamental operations with integers, fractions, decimals, percents, denominate numbers, problems, lesson types, tests and texts. Required of all Third year Intermediate students. Two semester hours credit. One hour daily. Mr. Ebert.

311s. Arithmetic II C. A professional presentation of the arithmetic of business, industry, the community and the home, including banking, thrift, investments, insurance, intuitive geometry and graphs. Problem solving, tests, examinations, devices and material aids to methods are given. Required of all Grammar grade students, Third year. Two semester hours credit. One hour daily. Mr. Ebert.

101s. General Mathematics. This course seeks to give the student a foundation in mathematics, an understanding of certain algebraic principles that have a wide application in intelligent living; an appreciation of and familiarity with the real nature of algebraic analysis and a wider horizon through an extended acquaintance with more advanced topics that are being used and might be used more in educational theory and physical sciences, and to see how "pure mathematics" has led to great unexpected achievements in a practical way. Three semester hours credit. Eight hours per week. Mr. Ebert.

401s. Junior High School Mathematics. A review of arithmetic, elementary algebra, geometry and numerical trigonometry, is accompanied by methods of presenting the above in a manner suited to the

pupils of grades seven to nine. Frequent applications of these topics to practical problems is the primary objective. By opening the gateway thus it purposes to give to the student a broad background of mathematics. Open to Second, Third and Fourth year students. Three semester hours credit. Eight hours per week. Mr. Johnson.

402s. College Algebra. A rapid review of High school algebra is followed by studying mathematical induction, graphical interpretation of formulae, theory of equations, the formation and use of logarithms and such other topics as are necessary for the study of trigonometry, analytics and calculus. Prerequisite: intermediate algebra. Three semester hours credit. Eight hours per week. Mr. Phillippi.

406s. Plane Analytics. The relation of a curve to its equation and the equation to a line studied with reference to both rectangular and polar coordinates forms the basis of this course. Straight lines and conics are plotted. Numerous examples are solved in order that the student may get a clear idea of the analytic methods used in the solution of problems. Prerequisites: trigonometry, college algebra. Elective Fourth year. Three semester hours credit. Eight hours per week. Mr. Phillippi.

SCHOOL ART

Art 201s. Art Methods for Kindergarten-Primary. The place of art in the general school set-up, its objectives and methods, formal and informal. Evaluation of various approaches. Discussion of tendencies in art education with particular emphasis upon the art methods and needs for younger children. Required under the old curriculum for all students in the General College. Two semester hours credit. Eight hours per week. Miss McLean.

Art 201s. Art Methods for Junior High School. This course follows the same plan as the course outlined above except that the content and methods are those for Grammar grades or Junior High school students. Two semester hours credit. Eight hours per week. Miss McLean.

NOTE: Students requiring art methods for Intermediate grade teachers for graduation at the end of the Summer Session may make arrangements with the instructor to enroll in either of these courses and do special work in the Intermediate field.

Art 301s. Art Appreciation. (Art 4). Art principles as applied in the fine and useful arts. The appreciation of the arts of building, sculpturing and painting; the minor arts of various lands; visits to the Art Gallery and the Museums; readings, lectures, and discussions. Text book: "Understanding the Arts," by Gardiner. Elective for General College Juniors. Satisfies the art requirement in Junior year of the General curriculum. Two semester hours credit. Five hours per week. Mr. Bradley.

***Art 302s. History of European Art.** The historic development of art as illustrated in architecture, sculpture, painting and the minor arts. As the development is traced from prehistoric to modern times, the relation of art to the civilization which produced it is stressed. Art principles are studied, discussed and used in the comparative study of works of art. Lantern slides, prints and museum study are used as a means to develop a background for the appreciation of art. Required of Special Art students. Elective for General College Juniors and Seniors and Home Economics students. Three semester hours credit. Eight hours per week. Mr. Bradley.

***Art 303s. Oriental and American Art.** Brief study of the art of India, China and Japan in comparison with European art. The growth and development of art in America from prehistoric to modern times. Influences affecting American art and the lives and works of outstanding

artists. The application of art in industry and discussions of contemporary movements. Required for Special Art sophomores. Elective for General Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Bradley.

NOTE: The two courses marked () are printed in the schedule at the same hours, and the one will be offered for which there is the greater demand.

Special Art Curriculum

Since the organization of a special curriculum for the training of Art teachers and Supervisors, certain courses have been offered during the year in Extension and Summer Session which can be applied toward the requirements for the degree with a major in Art Education. Art 302, listed above, and 303, are required courses in this curriculum.

Advanced students who wish to qualify in this field should submit official transcripts of their work elsewhere, to the Director of the Art Department, for evaluation. He will then be in a position to advise them as to the work necessary to complete the requirements. No other special art courses are offered this summer. For students contemplating special art work, a number of the General College courses are required.

SCHOOL MUSIC

102s. Essentials of Music. This is the second semester of the Freshman sequence in Elementary music. Continues study of public school music; the relationships and responsibilities of the grade teacher and a survey of school procedures and types of drill. Continued instruction and practice in correct use of the singing voice, song singing, conducting, ear training, music reading, notation and terminology. Procedures and practice in creative music. Appreciation of music through acquaintance with its medium of expression and forms. Required of Freshmen. Two semester hours credit. Eight hours per week. Mr. Owen.

210s. Music II. Completion of Elementary music is a prerequisite to this course. Classified as Kindergarten-Primary, Intermediate and Grammar. Discussion of music as an educational force and its adaptation to the mental, physical, emotional and vocal capacities of the child. Methods of teaching developed through demonstration lessons with children, observation and practice teaching in class, lesson plans, discussion and assigned readings. Required of Sophomores, on the old curriculum. Two classes will be offered, one for Primary grades and one for Upper grades. Two semester hours credit. Eight hours per week. Miss Speir.

301s. Music III. Discussion of music appreciation as an educational factor and its place in the school curriculum. Standard compositions studied as to medium of expression, form and historical development. Methods of teaching music appreciation to children taken up. Current musical events discussed. Attendance at concerts encouraged. Required of Third year students on the old curriculum. Open to Intermediate and Grammar grade students. Mr. Owen plans to correlate this course with such music activities as Glee Club, Orchestra, and Chorus work. Two semester hours credit. Eight hours per week. Mr. Owen.

SCIENCE

***103s. Educational Biology.** A general outline of the scope of biology and its relation to education with enough principles and theories to contribute toward a liberal education: (1) general biology review through a short series of life types, (2) physical and physiological basis of life and behavior, (3) perpetuation of life, (4) biological variations and laws of heredity, (5) inheritance of mental traits, (6) the improvement of life, including some eugenics and tuehenics, (7) classification of plants and animals. Required of First year students and Training class grad-

uates. Prerequisite for other biology courses. Two semester hours credit. Five hours per week. Mr. Vail.

302s. Biology II. Unified outline of advanced biology in which fundamental principles of plant and animal life are illustrated by regional organisms. Students become familiar with materials in immediate environment suitable for teaching the major principles of science. Ecology, morphology, physiology and behavior of organisms are employed, with some attention to taxonomy. Elective for Third and Fourth year students. Prerequisite: High school biology or Elementary educational biology. Three semester hours credit. Eight recitation hours per week. Two semester hours of laboratory work per week may be required. Mr. Fretz.

304s. Advanced Physical Science II. A brief discussion of the science of physics, with emphasis placed upon those laws, theories and principles which are essential in understanding the applications and mechanisms used in modern life. The discussions will be accompanied with demonstrations, projects and experiments. Especially designed to aid the teacher of Junior High school science by giving a background in the field of physics. Three semester hours credit. Eight recitation hours per week. Two hours of laboratory work per week may be required. Mr. Vail. Room V. 208.

***Sc. 305s. Physical Science for the Grade Teacher.** A survey course of the physical sciences, embracing chemistry and physics; proceeding toward that organization of the practical situations, activities and phenomena which are recognized as dealing directly with the mechanisms and appliances of every day life, and the teaching of these in the grades. A great many demonstrations suitable for grade teaching will parallel the discussions. Students will be encouraged to plan and give some of the demonstrations. It is hoped that the course will aid the teacher with the new State science syllabus. Third and Fourth year elective. Two semester hours credit. Five hours per week. Mr. Vail.

NOTE: The two Science courses marked (*) are printed in the schedule at the same hours, and the one will be offered for which there is the greater demand.

401s. Genetics. A study of the facts and current theories concerning the laws of inheritance. Reproduction, the mechanisms of inheritance, Mendelism, causes of variations, development of species, heredity versus environment, and eugenics are some of the topics discussed. The application of these topics to psychology, sociology and education is kept constantly before the group. Illustrative material is taken from the immediate environment so far as possible. Prerequisite: Educational Biology. Elective for Seniors. Two semester hours credit. Five hours per week. Mr. Fretz.

410s. Field Studies in Science. An integrated series of field studies, both group and individual, designed to acquaint the student with the materials and the techniques of handling materials used in the teaching of elementary science. The course is well designed to meet the demands of the new State Elementary Science curriculum as well as to satisfy the needs of those who wish to teach a more advanced science. The interrelations of soil, plant life, insects, birds and wild animals will be studied by means of field trips, visits to the museum and individual projects. Elective for Seniors, and Juniors with permission. Three semester hours credit. Eight hours per week. Mrs. Gemmill.

411s. Junior High School Methods in Science. A survey of various research studies and the resulting curricula is undertaken with especial attention to the New York State curriculum for General Science.

Along with conventional classroom procedures methods for conducting field trips are discussed together with various techniques for handling the materials obtained from such trips.

It is expected a reasonable familiarity with the literature in the field of science will be acquired during the course. Elective for Seniors and Juniors. Three semester hours credit. Eight hours per week. Mrs. Gemmill.

SUMMER TRAINING COURSES FOR TEACHERS OF PHYSICALLY HANDICAPPED CHILDREN

The State Education Department, in co-operation with State Teachers College at Buffalo, will again offer a group of courses for teachers of the physically handicapped, during the Summer Session of 1935. The year 1930 marked the inauguration in this State of a training service for teachers of three groups of physically handicapped, namely: (1) crippled children; (2) children with defective vision; (3) children who are hard of hearing.

There is a growing need for trained teachers in these fields of work throughout the State. Many classes are already established. The larger cities are providing special schools for these groups. Numerous cities and smaller towns are planning to start special classes for their physically handicapped children, yet frequently their plans are held up because of the inability to secure a qualified teacher.

The benefits of special class service to the physically handicapped are numerous; the physical condition of the children is improved; the retardation so common among them is eliminated or lessened; the children are taught by modern methods to adjust themselves to their handicaps; their lives are made much happier; and finally, they are helped towards the goal of rendering themselves capable of earning their own living in later life, and thus to become independent and useful citizens.

Teaching the physically handicapped should have a special appeal to those who would like to do educational work having a distinct social value. Besides, such teaching affords a good chance for advancement. As a matter of fact, many branches of the teaching profession are overcrowded, while the demand for properly qualified teachers of the physically handicapped is growing more rapidly than the supply.

While the groups of children in these classes are generally small in number, a competent teacher is required, as the work presents many special problems where personality, experience and training are invaluable.

The information and training given in these courses is essential to the new teacher of the physically handicapped. Teachers already engaged in the work, supervisors of special classes, or those who plan to become supervisors, will find the content of these courses of great value. Finally, the opportunity afforded of contact and discussion with others in the same kind of work, under varying conditions, is an exceptional aid in helping to solve the many problems of the special class teacher.

Course in Crippled Children Work

The Teaching of Crippled Children Classes. This course is designed for students who plan to be teachers or supervisors of orthopedic units and for those already in the field who desire more adequate training. It considers the problems of organizing and administering this work and of adapting the regular curriculum to the needs of children who have serious crippling defects. Observation in a demonstration class selected from the Buffalo city schools, conferences, demonstrations and clinical work will form an essential part of this course. Miss Lommen.

Course in Sight-Saving Class Work

The Teaching of Sight-Saving Classes. This course is designed for students who plan to be teachers or supervisors of sight-saving classes

and for those already in the field who desire more adequate training. It considers the problems of organizing and administering these classes and of adapting the regular curriculum to the needs of children suffering with seriously defective but useful vision. It gives special consideration to ocular problems, including the anatomy, physiology, and hygiene of the eye, together with a study of common eye diseases and refractive errors. Observation in a demonstration class and clinical work with a sight-saving class from Buffalo City Schools will form an essential part of this course. Conferences, demonstration and clinical work. Miss Carter.

NOTE: Because of financial uncertainties the State Department stipulates that these two courses will be offered if and when application has been made and provisions established for a minimum group of ten in each class. All teachers interested should communicate at once with the Bureau for Physically Handicapped Children, State Education Department, Albany, N. Y.

SPECIAL COURSES IN THE VOCATIONAL-INDUSTRIAL DEPARTMENT

The following courses will be open to those Industrial Arts students who wish to repeat courses in shop work and to those who hold a Vocational certificate and desire to qualify for an Industrial Arts license. Election of these courses is open to women who desire to acquire some knowledge of shop work to assist them in an activity program.

The registration fee of \$20.00, plus a laboratory fee of \$5.00, will be charged, as in the Summer Session of 1934.

Description of Courses

General Statement

All courses in shop work as described below aim to clarify the requirements as set forth in the State Syllabus for Industrial Arts work in Junior and Senior High schools. The purpose is not to develop a particularly high degree of skill in the short time these courses will run, but to emphasize a thorough understanding of the elementary shop activities such as would be covered by a group of boys in the Elementary and the High school grades. Discussions in classes and required work will include the preparation of short units of instruction which would be valuable to the teachers in the grades previously mentioned.

General Shop. General Shop, during the coming summer, will cover three Industrial activities, namely: elements of woodworking and finishing, fundamentals of general metal activities, with basic principles of electricity and operation of electrical machines. Special attention will be given to methods of management of a Comprehensive shop and to such items as purposes and methods of conducting a group in the Elementary and Secondary fields. Three semester hours credit. Fifteen hours per week. One section only, mornings, 8:10-11:00. Mr. Fontana.

Print Shop. A program in general printing activities which will include hand composition and press work, together with information regarding the kinds and uses of papers required in general printing. The use of half-tones, linoleum block cuts and zinc etchings will be included in the presswork. The principles of elementary bookbinding, such as are common to the school print shop, will be covered. Some time will be given to the organization of units of instruction, and a study of the equipment suitable for Elementary schools and Secondary schools will be carried on. Three semester hours credit. Fifteen hours per week. One section only, afternoons, 12:10-3:00. Mr. Huckins.

Electric Shop. General Electricity. This course will touch upon all phases of the electrical industry that deal with common appliances used in and about the home, as well as the underlying principles of domestic lighting and heating. Attention will be given to such of the newer developments in the electrical field as is consistent with the purposes of Industrial Arts classes. Special demonstrations will be made of the use of model electrical machines which may be constructed in the shop. Three semester hours credit. Fifteen hours per week. One section only, mornings, 8:10-11:00. Mr. Weber.

General Metal Shop. Four distinct activities in the metal field will be covered, namely: elements of machine shop practice, hardening and

tempering, acetylene welding, sheet metal and art metal construction. Each student will be expected to cover basic operations in each of the divisions mentioned. Discussions relating to class management in the General Metal Shop will be a feature of the course and special units of instruction will be prepared during the progress of the work. Three semester hours credit. Fifteen hours per week. One section only, afternoons, 12:10-3:00. Mr. Fontana.

General Woodworking Shop. The chief purpose of this course will be to familiarize students with the principles of cabinet making, pattern making, and other forms of woodworking construction which may be used in the Junior and Senior High school. Attention will be given to the handling of tools and the use and adjustment of woodworking machinery. Elementary woodfinishing will also be included. At least one project folder will be required of each student taking the course, in addition to other professional requirements. Three semester hours credit. Fifteen hours per week. One section only, mornings, 8:10-11:00. Mr. Burke.

Auto Mechanics. This course is designed to give the student a working knowledge of the practical work commonly taught in an Industrial Arts or part-time school shop. Lectures covering the theory of the various units and the best shop practices form an important part of this course. Three semester hours credit. Fifteen hours per week. Two sections, mornings, 8:10-11:00, and afternoons, 12:10-3:00. Mr. Mandel.

V.-303s. Vocational and Educational Guidance. History of the guidance movement in America; relation to Vocational and General education, to the Junior and Senior High school; the media of guidance; occupational studies; duties and responsibilities of the counselor; placement and follow-up systems; the use of tests in counseling and in guidance; studies of record keeping; and type studies. Required of Industrial Arts Juniors and Vocational students. Elective for Juniors and Seniors of the General college department. Recommended for all Junior and Senior High school teachers. Two semester hours credit. Five hours per week. Mr. Perkins.

SUMMER SESSION PROGRAM

NOTE.—Students should take careful note of the fact that subjects carrying three or four semester hours of credit must be taken two periods per day in order to secure regular credit. Certain other courses also require double periods. Such courses are indicated on this program thus (*).

Where two courses are scheduled at the same time for the same instructor, the one having the larger enrollment will be given. Such courses are indicated by a (†).

The number in parenthesis after each course refers to the number of the course as described in the Summer Session Catalog. (Ed. 304s) refers to the course in History of Education under Education. For explanation of numbers, see "Numbering System" on Page 13 of this catalog.

Students will avoid errors in the selection of subjects by carefully consulting the catalog for statements of courses.

FIRST PERIOD—8:10-9:00

	Room
Masterpieces of Middle Ages (G.L. 421s).....	Mr. Messner 203
The Progressive Elementary School (452s)*....	Miss Markham .. P. 105-6
Research Affecting the Elementary School (Ed. 432s)*	Mr. Pugsley 223
Contemporary English Fiction (410s).....	Mr. Lappin 112
Recent Literature I (403s)*	Mr. Thurber 217
Europe Since 1914 (Hist. 408s)	Miss Englebreck 117
Analytics (406s)*	Mr. Phillippi 116
History of American Education (Ed. 304s).....	Mr. Bruce 221
Rural Sociology (Soc. 305s)	Mr. Gee 222
Modern European History (Hist. 301s)*.....	Mr. Park 118
Advanced Physical Science II (Sc. 304s)*.....	Mr. Vail V. 208
History of European Art (302s)*†.....	Mr. Bradley..... 204
Oriental and American Art (303s)*†.....	Mr. Bradley..... 204
Primary Reading (Kg.-Pr.) (211s)*.....	Miss Allen P. 114
Geography Methods (210s)*	Miss Mulligan... 115
General Mathematics (Math. 101s)*.....	Mr. Ebert 106
Organization and Administration of Sight-Saving Classes	Miss Carter P. 209
Organization and Administration of Orthopedic Classes	Miss Lommen ... P. 206
Auto Mechanics, Section A (3 periods).....	Mr. Mandel V. 3
Electric Shop (3 periods)	Mr. Weber V. 101
General Shop (3 periods)	Mr. Fontana V. 5
General Wood Shop (3 periods)	Mr. Burke V. 103

SECOND PERIOD—9:10-10:00

The Progressive Elementary School (452s)*	Miss Markham ..	P. 103
Research Affecting the Elementary School (Ed. 432s)*	Mr. Pugsley	2
American Education Since 1900 (Ed. 430s).....	Mr. Root	2
Contemporary American Poetry (Eng. 414s)....	Mr. Hodgins	2
Recent Literature I (403s)*	Mr. Thurber	2
Diagnostic and Remedial Reading (Psy. 405s) ..	Mr. Stone	2
Economic Geography (Geog. 401s).....	Mr. Cooper	2
Psychology of Subnormal Children (410s).....	Mr. Haefner	1
Analytics (406s)*	Mr. Phillippi	2
Rural School Teaching (330s)*.....	Miss Wofford	1
Modern European History (Hist. 301s)*.....	Mr. Park	1
Vocational and Educational Guidance (V. 303s)	Mr. Perkins	V. 1
Advanced Physical Science II (Sc. 304s)*.....	Mr. Vail	V. 2
History of European Art (Art 302s)*	Mr. Bradley	2
Oriental and American Art (Art 303s)*.....	Mr. Bradley	2
Methods of Teaching History and Civics (210s)*	Miss Stockberger	1
Primary Reading (Kg.-Pr.) (211s)*.....	Miss Allen	P. 11
Geography Methods (210s)*	Miss Mulligan.....	1
Art Methods, Upper Grades (201s)*.....	Miss McLean	2
Literature I (Eng. 103s)*	Mr. Lappin	1
General Mathematics (Math. 101s)*	Mr. Ebert	1
Eye Hygiene	Miss Carter	P. 2
Orthopedic Conditions—Causes and Treatment	Miss Lommen	P. 2
Auto Mechanics, Section A (3 periods).....	Mr. Mandel	V. 1
Electric Shop (3 periods).....	Mr. Weber	V. 1
General Shop (3 periods).....	Mr. Fontana	V. 1
General Wood Shop (3 periods).....	Mr. Burke	V. 1

THIRD PERIOD—10:10-11:00 (Assembly 10:10-11:15)

ASSEMBLY, MONDAY AND THURSDAY; CLASSES, TUESDAY, WEDNESDAY AND FRIDAY

Junior High School Science (411s)*.....	Mrs. Gemmill	V. 2
Supervision I (Ed. 421s)*	Mr. Steel	2
Analysis of Individual Personnel and Counseling (Ed. 453s)*	Miss Graham	V. 2
General School Administration (Ed. 423s)*.....	Mr. Rockwell	2
American History Since 1865 (402s)*.....	Mr. Peterson	1
Social Psychology (Soc. 404s)*	Mr. Neumann	1
Geography of Europe (403s)*	Miss Svec	1
Junior High School Mathematics (401s)*.....	Mr. Johnson	1
Principles of Education (Ed. 305s)*.....	Mr. Bruce	2
Educational Measurements, Upper Grades (Ed. 303s)*	Mr. Perkins	2
Rural School Teaching (Ed. 330s)*.....	Miss Wofford	2
Biology II (Sc. 301s)*	Mr. Fretz	V. 2
Methods of Teaching History and Civics (210s)*	Miss Stockberger	1

Arithmetic and Primary Methods (Kg.-Pr.) (210s)*	Miss Dana	Room 205
Art Methods, Upper Grades (201s)*.....	Miss McLean	209
Music Methods, Lower Grades (Mus. 210s)*....	Miss Speir	104
Literature I (Eng. 103s)*	Mr. Lappin	112
Elementary Music (102s)*	Mr. Owen	105
Methods of Teaching Orthopedic Classes*.....	Miss Lommen	P. 206
Methods of Teaching Sight-Saving Classes*....	Miss Carter	P. 209
Auto Mechanics, Section A (3 periods).....	Mr. Mandel	V. 3
Electric Shop (3 periods).....	Mr. Weber	V. 101
General Shop (3 periods).....	Mr. Fontana	V. 5
General Wood Shop (3 periods).....	Mr. Burke	V. 103

ASSEMBLY

There will be two Assembly periods per week, 10:10-11:15, Monday, and Thursday. These periods will be devoted to a variety of activities, including lectures by prominent educational leaders and publicists, entertainments, readings, moving pictures and educational films, and community singing directed by Mr. Owen. The Assembly will be one of the most valuable features of our summer program and all should take advantage of it. The "Summer Session Record" will keep students informed of the Assembly programs. The Assembly programs and the "Record" are financed by the incidental fee paid at the time of registration. We hope also to arrange another valuable feature of the session in the form of conference periods to be scheduled at 3:15, at which time students will have opportunity to meet the visiting faculty members in round table discussions. These conferences will not be limited to members of the respective classes.

LUNCH PERIOD

Students must plan for a lunch period in making their elections. The Cafeteria will be open from 11:15 to 1:30.

FOURTH PERIOD—11:10-12:00 Tu., W., F. (11:25-12:15 M., Th.)

Community and School Relationship (Ed. 326s)	Mr. Moffitt	Room 112
General School Administration (Ed. 423s)*.....	Mr. Rockwell	218
Analysis of Individual Personnel and Counseling (Ed. 453s)*	Miss Graham	V. 203
Supervision I (Ed. 421s)*	Mr. Steel	220
Latin Literature in English Translation (G.L. 420s)	Mr. Messner	203
Shakespeare II (Eng. 416s) See Note ‡.....	Mr. Thurber	217
Diagnostic and Remedial Measures in Elementary Subjects (Psy. 415s).....	Miss Quayle	119
Junior High School Science (411s)*.....	Mrs. Gemmill	V. 206
Social Psychology (Soc. 404s)*.....	Mr. Neumann	107
Geography of Europe (403s)*.....	Miss Svec	117
American History Since 1865 (402s)*.....	Mr. Peterson	118

Junior High School Mathematics (401s)*	Mr. Johnson	
Educational Measurements, Upper Grades (303s)*	Mr. Perkins	
Penmanship II (Eng. 310s).....	Miss Chapman ..	
Principles of Education (305s)*.....	Mr. Bruce	
Geography of North America (Geog. 302s)*...	Miss Mulligan ..	
Biology II (Sc. 301s)*	Mr. Fretz	
Rural Economics (Soc. 306s).....	Mr. Gee	
Upper Grade Reading Methods (Jr. H. S. Lit.) (Eng. 211-13s)*	Mr. Stone	
Music Methods, Lower Grades (210s)*.....	Miss Speir	
Arithmetic and Primary Methods (210s)*.....	Miss Dana	
Introduction to Educational Sociology (201s) ..	Mr. Verduin	
History of Civilization (101s)*.....	Miss Englebreck ..	
Written Expression (Eng. 101s).....	Mr. Grabau	
Elementary Music (Mus. 102s)*	Mr. Owen	
Methods of Teaching Orthopedic Classes*.....	Miss Lommen	
Methods of Teaching Sight-Saving Classes*.....	Miss Carter	

FIFTH PERIOD—12:10-1:00 Tu., W., F. (12:25-1:15 M., Th.)

College Algebra (402s)*	Mr. Phillippi	
Psychology of Elementary School Subjects (402s)*	Mr. Haefner	
Psychological Tests in Relation to Guidance (Ed. 454s)	Miss Graham	
Elementary School Principalship B (Ed. 424s)	Mr. Pugsley	
Problems of Teacher in Rural Community (Ed. 332s)	Miss Wofford, et al	
Geography of North America (302s)*.....	Miss Mulligan	
Physical Science for Grade Teachers (305s).....	Mr. Vail	
Art Appreciation (Art 301s).....	Mr. Bradley	
English Literature II (203s)*.....	Mr. Hodgkin	
Children's Literature (212s)*	Miss Allen	
Upper Grade Reading Methods (Jr. H. S. Lit.) (Eng. 211-13s)*	Mr. Stone	
Art Methods, Lower Grades (201s)*.....	Miss McLean	
History of Civilization (Hist. 101s)*.....	Miss Englebreck ..	
General Geography (Geog. 101s)*.....	Mr. Cooper	
Educational Biology (Sc. 103s).....	Mr. Vail	
Auto Mechanics, Section B (3 periods).....	Mr. Mandel	
General Metal Shop (3 periods).....	Mr. Fontana	
Print Shop (3 periods).....	Mr. Huckins	

SIXTH PERIOD—1:10-2:00 Tu., W., F. (1:25-2:15 M., Th.)

Genetics (Sc. 401s)	Mr. Fretz	
College Algebra (402s)*	Mr. Phillippi	
History of United States Foreign Policy (406s)*	Mr. Verduin	
Methods in Social Studies (407s)*.....	Miss Stockberger ..	
Psychology of Elementary School Subjects (402s)*	Mr. Haefner	

		Room
Masterpieces of Renaissance and Modern Times (G.L. 422s)	Mr. Messner	203
Elementary School Curriculum (Ed. 420s)*.....	Mr. Moffitt	112
Junior High School Organization (Ed. 401s)*..	Mr. Johnson	223
Field Studies in Science (Sc. 410s)*.....	Mrs. Gemmill	V. 208
Physiography (404s)*	Miss Svec	117
Arithmetic Methods (Int. and Gram.) (310-11s)	Mr. Ebert	106
Penmanship II (Eng. 310s)	Miss Chapman ..	120
Music Appreciation (Mus. 301s)*	Mr. Owen	105
Psychology of Childhood, K.-P. and Int. Grades (Psy. 301-2s)	Miss Quayle	119
Psychology of Adolescence, Jr. H. S. (303s)....	Mr. Grabau	V. 109
Children's Literature (212s)*	Miss Allen	P. 114
Health Education II (210s)*.....	Mr. Coyer	G. 102
Art Methods, Lower Grades (201s)*.....	Miss McLean	209
Language Arts in Elementary School (Eng. 214s)	Miss Markham ..	P. 105-6
Music Methods, Upper Grades (Mus. 210s)*....	Miss Speir	104
English Literature II (203s)*.....	Mr. Hodgkin	218
Industrial Arts (Art 202s)*.....	Miss Dana.....	Shop and 205
General Geography (Geog. 101s)*	Mr. Cooper	115
Auto Mechanics, Section B (3 periods).....	Mr. Mandel	V. 3
General Metal Shop (3 periods).....	Mr. Fontana	V. 100
Print Shop (3 periods).....	Mr. Huckins	V. 105

SEVENTH PERIOD—2:10-3:00 Tu., Wed., Fri. (2:25-3:15 M., Th.)

		Room
History of United States Foreign Policy (406s)*	Mr. Verduin	214
Methods in Social Studies (407s)*.....	Miss Stockberger ..	220
Greek Literature in English Translation (G. L. 419s)	Mr. Messner	203
Elementary School Curriculum (Ed. 420s)*....	Mr. Moffitt	112
Junior High School Organization (Ed. 401s)*..	Mr. Johnson	223
Mental Hygiene (Psy. 406s).....	Miss Quayle	119
Shakespeare II (Eng. 416s) M., W., Th. See Note ‡	Mr. Thurber	217
Physiography (404s)*	Miss Svec	115
Field Studies in Science (Sc. 410s)*.....	Mrs. Gemmill	V. 208
Principles of Economics (Soc. 301s).....	Mr. Peterson	118
Music Appreciation (301s)*	Mr. Owen	105
Music Methods, Upper Grades (Mus. 210s)*....	Miss Speir	104
Health Education II (210s)*.....	Mr. Coyer	G. 102
Industrial Arts (Art 202s)*.....	Miss Dana.....	Shop and 205
Oral Expression (102s)	Mr. Grabau	V. 109
Auto Mechanics, Section B (3 periods).....	Mr. Mandel	V. 3
General Metal Shop (3 periods).....	Mr. Fontana	V. 100
Print Shop (3 periods).....	Mr. Huckins	V. 105

‡Shakespeare II may be taken either for two points credit or three points credit. Those wishing three points credit will include the Seventh Period class on M., W., Th. in their program.